The History of Military Training at the University of Wyoming

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Archival Methods

May 13th, 2016



Photograph of the Cadet Corps drilling in front of Old Main, 1893, item 35, box 15, #400055, B.C. Buffum Papers, American Heritage Center, University of Wyoming, Laramie.

The United States has been known for its military prowess and conflicts from the nineteenth century until the current day. With a budget of $601 billion for its military in 2015, it is no surprise that as the largest military force in the world, the U.S. has a rich and interesting military history.[[1]](#footnote-1) While many may only think about the five main branches, the history of the United States military also involves those who spent time in university training programs. The University of Wyoming is just one of many universities where a military training program has marked the history of the university. Military training at the University of Wyoming was key to the opening of the university in the late 1800s but has changed greatly over time due to the event of two world wars and numerous government orders.

The Morrill Act or the Land Grant College Act of 1862 can be attributed to both the opening of the University of Wyoming as well as the tradition of military training that was established when the university opened and continues today. Through this act, land was granted to states to open colleges that included classes dealing with agriculture, military training, mechanic arts, and other topics.

Section 4 (original). *And be it further enacted*, That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and form the sale of land scrip herein before provided for, shall be invested in stock of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section fifth of this act), and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the server pursuits and professions in life.[[2]](#footnote-2)

The Morrill Act granted the land to the state of Wyoming that was necessary for the University of Wyoming to be established in 1886.[[3]](#footnote-3) While the act did call for the teaching of agricultural topics, along with military tactics, mechanic arts, and other topics, the act did not state that military training was mandatory. Even though the university was established in 1886, military training at UW did not start until 1891, one year after Wyoming became a state.[[4]](#footnote-4)

Military training at the university was implemented under the first State Legislature on January 8, 1891, when the Revised Statutes of Wyoming was amending with a section that included the words, “together with instruction in military tactics…”[[5]](#footnote-5) The University Board of Trustees established the Department of Military Science and Tactics under the College of Agriculture at their meeting on March 27, 1891. The catalog for the 1891-1892 school year included some brief information about the “School of Military Science and Tactics” including this statement: “The armory is open for drill at stated times during the week, and by law all male students in the university are required to drill, unless excused by the faculty or by physical disability.”[[6]](#footnote-6)

The histories written for the Reserve Officers Training Corps’ inspection in the 1950s stated that “the University of Wyoming Reserve Officers Training Corps was instituted in 1891 during the last days of the American frontier, following the admission of Wyoming as a state by just one year.”[[7]](#footnote-7) In the first year, great things were expected of the new program. The War Department had dispatched an officer to become the professor of military science, and so the President’s Office ran statements about the program in the *Laramie Republican.*

The class of military instruction will be a valuable acquisition to the University. It will not only imbue the male student with a soldierly spirit and improve their discipline but it will also enable the young men of Laramie to attain proficiency in military tactics. They will be allowed to enter the school free but they must provide themselves with a regulation uniform and be prepared to obey the University regulations just the same as if they were regularly enrolled students. It is needless to say that the opportunity to acquire a military education will be eagerly embraced by most of Laramie’s young men.[[8]](#footnote-8)

Not soon after, the first professor of military science arrived in Laramie and the program gained its first cadets.

 During these early days, the cadet corps was led by 1LT D.L. Howell of the 7th Infantry. Even though the opportunity of military training had been offered to all young men in Laramie, even those not connected with the university, very few joined the cadet corps.[[9]](#footnote-9) 1LT Howell organized the 55 cadets of the first year into a battalion of two companies. During this first year, there was no equipment so training involved marching and foot drills. Along with this, cadets were required to supply their own uniform of a “forage cap, tight collared coat, and trousers, all of cadet gray…at a cost of $18.00. Ornamental belt buckles and large handsome chevrons were added a short time later to “dress up” the Wyoming cadets.”[[10]](#footnote-10) Four hours of drills were required weekly as the program was “embracing infantry drill from the School of the Soldier to the School of the Battalion, theoretical instruction being imparted by means of lectures and readings.”[[11]](#footnote-11) Eventually in 1892, the cadets were able to practice more realistic drills as the university received two three-inch muzzle loading field pieces and some Springfield rifles.[[12]](#footnote-12)

The tradition of Military Ball began in June 1892, when the first annual “Cadet Hop” was held at Hesse’s Hall.[[13]](#footnote-13) This ball was not held every year, but the early years of the cadet corps saw many interesting events held. Many documents speak of the ball of 1903 when dancers arrived early, broke for a banquet at one of the local hotels at 11:30, and proceeded to dance until 4am to the “Imperial Military Band”, which concluded the night with Taps. The ball of 1906 is also spoke of as starting the very consistent and consecutive tradition of military ball. “The fairly consecutive tradition began in high gear in 1906 where many attended this formal affair and danced to the music of the orchestra from Fort D.A. Russel (F.E. Warren AFB now). This gala affair ended at 2am Sunday morning with the firing of two cannons from in front of Half Acre Gym.”[[14]](#footnote-14) Military ball is just one tradition that carried over from the early days of the cadet corps.

In 1895, a new commander took charge of the cadets. CPT Charles A. Varnum had a role in the Battle of Little Big Horn being in charge of the Crow and Arickree Indian scouts under General Custer and Major Reno. CPT Varnum was award a commendation in 1897 for his duties during the Battle of Little Big Horn and also oversaw Wyoming cadets that would see action during the Spanish American War. During the war, twenty University of Wyoming students volunteered with six serving as noncommissioned officers while three received commissions.[[15]](#footnote-15) The war also saw CPT Varnum being called to duty and the position of professor of military science at the university was left vacant. During the years from 1898 to 1902, the Department of Military Science was led by Professor William P. Gilkison of the Department of Mechanical Engineering.[[16]](#footnote-16) At the end of this war, the Department of Military Science was expanded and the cadet corps became an active organization on campus.[[17]](#footnote-17)

In 1902, the War Department installed a new professor of military science on campus. CPT William Yates revived the interest in military work. He required four and a half hours of drill for all students weekly, and those who were of junior and senior standing were also required to take two and a half hours of theory weekly.[[18]](#footnote-18) Also in 1902, two all-girl drill companies had been organized and drill with the regular military students.[[19]](#footnote-19) “In addition to the male cadets, two voluntary companies of girl cadets, 27 in each company were organized and given practically the same instruction as the boy students. The girls became proficient and added to the numbers and appearance of the battalion greatly.”[[20]](#footnote-20) Both male and female companies were offered awards, from people such as Grace Raymond Hebard, for excelling in their training.

After CPT Yates’ tenure at the university, two other commands had been detailed and left the cadet corps until a new commander came to oversee the corps in 1911. Very little had changed during this time other than enrollment numbers. 1LT Beverly C. Daly was retired from active duty in the Army after serving during the Spanish American War when he came to lead the cadet corps. The enrollment numbers of the cadet corps were too low to consistently meet the requirements of the War Department’s 100 cadets to receive an active duty officer. 1LT Daly faced issues of low cadet numbers due to the academic policy reducing the number of weekly drill hours and increasing the number of people with exemptions that had come about under his predecessor, CPT Harol D. Colburn. Numbers in the program dwindled until 1913, when the War Department felt that it could no longer detail an officer to the program. 1LT Daly was kept on as a professor of military science and was placed on active duty status in 1914 as World War I approached.[[21]](#footnote-21)

With World War I swiftly brewing in Europe, the enrollment in the cadet corps grew. The program made changes to better prepare cadets for war. At this point, the training requirements were set by the War Deparment “…to qualify students…to be company officers of infantry, volunteers or militia.”[[22]](#footnote-22) Even with the War Department setting regulations, the current legislation did not allow for the services of college-trained “company officers” to be used by the government in an emergency.[[23]](#footnote-23) Because of the necessity of officers and men during the war, the National Defense Act was passed in 1916, establishing the Reserve Officers Training Corps. The University of Wyoming was one of the first universities in the country to apply for a ROTC unit, and was granted this request on October 31, 1916, with an infantry unit, making the University of Wyoming one of the first seven schools to implement a unit. Of the Western states, only Washington and Nevada received a unit before Wyoming.[[24]](#footnote-24) Along with the ROTC unit came the famous trademark of the “Cowboy” or “Steamboat” as a shoulder patch for uniforms.[[25]](#footnote-25)

Many problems came with the first year of ROTC at UW. The students were not prepared for the increased demands of the new program or the requirement of a six-week training camp. Other than students, the supply departments of the Army were not prepared to supply the new ROTC units with new uniforms. “…with olive drab uniforms, which at Wyoming succeeded the former cadet gray, resulting in an unsatisfactory condition as regarded military appearance of the unit.”[[26]](#footnote-26) Other equipment, such as rifles and machine guns, were supplied by the government, along with other armaments and equipment. The first year of ROTC also saw the first regular Army sergeant detailed to the university to help with instruction.[[27]](#footnote-27)

As the United States decided to join World War I, it became evident that both the National Guard and ROTC, even though the program was meant to create officers, did not have the ability to meet the demands of the war. Officer training schools and camps sprung up across the nation to match this demand.[[28]](#footnote-28) By August 1918, the government had implemented the Students’ Army Training Corps in place of ROTC.[[29]](#footnote-29) It seemed that overnight, military training had become one of the foremost priorities of universities.

Not only in the University of Wyoming, but in hundreds of other colleges, military training has occupied a minor part in the curriculum, where now as if in a night it has, under the new order of things, been brought into permanent importance as a part of preparedness in war activities…The University of Wyoming opened its doors for these younger men and the unit of the Student Army Training Corps became an established department when on October 1st there were inducted into our army one hundred and seventy men, the majority of whom were between the ages of eighteen and twenty years.[[30]](#footnote-30)

This program not only quickly trained officers, but it was used as a way to not deplete university numbers as students and faculty went off to war. It was not meant to be a long term program, but it did solve an immediate demand. “The Students’ Army Training Corps was organized as a means to a very definite end – the winning of the war. An emergency existed. An army that was doubling every few months was being created. Officers by the thousands must be had. Only trained men were worthwhile. The Nation had looked to the colleges.”[[31]](#footnote-31) While short lived, the program did have its merits and those who were against it.[[32]](#footnote-32)

Many people saw this as an unworthy effort to keep universities afloat during the war, but University President Aven Nelson saw the program differently.

You will readily see that at the beginning I, in common with the other college presidents, saw in the Students’ Army Training Corps only a concerted plan for preventing the depopulation of the college campus. As finally developed, it is a much thing. There are those who see in it the beginning of a new and significant world era in education. They see in it the establishment of new ideals; the elimination of non-essentials; the concentration of human energy upon the problems that count in the development of the individual and the nation. To begin with, there was no thought that it would commit the University to any extra expense, but we are not committed to an expensive military program form which there is no retreat. On the other hand we do not wish to retreat.[[33]](#footnote-33)

Even though the program was to be short lived, CPT Daly and 1SG Gagne were detached from the ROTC unit and reassigned to SATC with CPT Daly as the commanding officer.[[34]](#footnote-34) The university made military training a priority, with the focus being on those who served during and after the war. After the war ended, tribute was payed to those who had served daily.

Across the campus there comes the grind of marching feet in the gravel of the driveway. A long column swings across the lawn, and the brown sward muffles the beat of their steps to a softer cadence. There comes a barked command, and the column swings into line. For a minute the men stand at ease and silent while above them the scarlet glory begins to fade to a fainter saffron. Another command, and the silvery, solemn voice of a bugle floats slowly across the hills, and is lost in the silence. Then – the men snap to attention, and out of the twilight there comes the notes of the band. It is the national anthem…Nightly that ceremony is re-enacted on the campus.[[35]](#footnote-35)

While those who served in the war were constantly remembered, ROTC resumed instruction in December 1918. CPT Daly returned as the professor of military science and was aided by 1SG Gagne and another officer, 1SG Knicker.[[36]](#footnote-36) Other remmants of the SATC were found in the “quarter system” implemented by the university and the “mess hall,” which became the University Commons.[[37]](#footnote-37)

The period between the two world wars saw many issues in changes in the ROTC program at the university. While there was increased staff for the Department of Military Science, there was little interest on the students’ part for the program. At one point, the program included University High School students, but as this was in conflict with the War Department’s regulations, the practice was discontinued. In 1920, the university faculty allowed college credit for military theory classes which created more interest in the advanced courses. 1921 saw new classrooms in the basement of the Agricultural Building and by 1925, the unit occupied an armory in the newly opened Half Acre Gym. That same year, the university marching band came under the control of ROTC and an additional company was required as enrollment reached 251 cadets.[[38]](#footnote-38)

1928 and the following pre-war years came with many changes to the program. A uniform similar to the one worn by regular Army officers was approved to be worn by those taking the advanced course. The previous year had seen an enrollment of over 300, and the War Department granted a third officer, 1LT McNary, to the university to assist with instruction. Scabbard and Blade, the national military honor society, was installed on campus as well with the local chapter being “Forward Echelon”. The 1929-1930 school year came with many important events. “For the first time the unit was successful in attaining the highest War Department rating, “Excellent” which had replaced “Distinguished College.” The annual “honor parade” at which military prizes for the year were awarded was instituted and the unit formally presented the university with the $300.00 steel flag pole that now stands at the east end of the Open Range.”[[39]](#footnote-39) Uniform changes occurred again as the unit received distinctive ROTC uniforms with a specially designed Wyoming brass buckle and the band received full brown and yellow dress uniforms from ASUW.[[40]](#footnote-40)

MAJ Daly retired from the position of professor of military science in 1932. A succession of other officers filled his position and implemented their own changes until 1940 when once again the pressures of war were felt on campus.[[41]](#footnote-41) Other than ROTC, other military training programs became prominent, such as the summer Pilot Training Program implemented in 1940, defense training courses through the College of Engineering implemented in 1941, the Army and Navy preliminary ground school and flight training program implemented in 1942, and the U.S. Cadet Nurse training program in 1943.[[42]](#footnote-42) In 1943, the ROTC program on campus was discontinued in favor of a program that was better able to handle war-time demand.

The Army Specialized Training Program has been established to prepare qualified soldiers in highly technical and urgently needed fields of knowledge for military service. A new department in the practice of the U.S. Army, its importance is indicated by the fact that only officer candidate and aviation cadet training now carry higher priority ratings in the assignment of enlisted men. Selection for this training, therefore, is an indication of merit. The opportunities in college instruction offered, moreover, may provide an excellent foundation for skilled post-war employment.[[43]](#footnote-43)

This program, much like SATC, was a way to combat the depleted enrollments that universities faced due to the war. Those who had been taking ROTC classes were reassigned to other colleges under the Army Specialized Training, Assignment and Reclassification School. Under ASTP, the War Department contracted with schools to use their facilities for training courses that were determined by the government. With the idea to deal with the problem of decrease enrollment, ASTP was made to in hope that time during these men’s education would not be lost due to the war. “The Army proposes to ascertain…aptitudes, skills and interests of every man coming into the service from civilian life, (and) to permit and encourage qualified men to take appropriate courses of instruction, and assign them to duties for which they are competent.”[[44]](#footnote-44) Many men came and went through these programs, from 1943 to 1946, when the university was under the ASTP.[[45]](#footnote-45)

Men were assigned to specific ASTP units and were held to certain standards while at these units. There were two types of curriculum under the program, “N” and “B”, with “B” being the more prominent of the two. Cadets were expected to complete the curriculum in one to three terms, depending on their age, and were often required to take a foreign language.[[46]](#footnote-46) Units such as the one at UW completely controlled the cadet’s life. From uniform to study hours and visitors, everything was completely run by commanding officers.

Trainees will not leave the limits of campus during duty hours except by written permission of their company commander…The War Department prescribes a definite number of hours of study weekly. Whenever you are scheduled for study you must return to your barracks and study the prescribed time. If you wish to consult any instructor you will get a pass from your section leader, and comply with his instructions. There will be required study periods every night except Saturday from 2000 to 2230.[[47]](#footnote-47)

These men followed strict rules as the point was to keep men moving through the program to get a college education, while not depleting enrollments with the change in the draft age.

While the liquidation of the ASTP began in 1944, the program still existed at the end of the war. 1945 brought many issues forward to the new University President, George Duke Humphrey, the most prominent being the influx of returning veterans to the university. Humphrey had many changes he wished to bring to the university but he first had to deal with the termination of the ASTP in 1945 and the welfare of returning veterans.[[48]](#footnote-48) Over 7000 men and women who were either faculty, staff, or alumni of UW served in World War II. Of those, over 400 received decoration or citations during that time.[[49]](#footnote-49) By early 1946, many fraternities on campus claimed that ninety percent of their men were veterans and by the 1946-1947 school year, about two thirds of the student body was veterans. The passing of the GI Bill also placed new demands on the university as it was unprepared for the sudden influx of students.[[50]](#footnote-50)

1946 also saw a formal war memorial service on campus, including speeches from President Humphrey, Governor Lester Hunt, and the Reverend Kenneth Feaver, to honor the over 200 men and women of the University family that had died during the war.[[51]](#footnote-51) Even with this in mind, ROTC was reestablished in the same year. The post-war period saw little in the way of changes to the ROTC program. With the creation of the U.S. Air Force, ROTC split into two separate entities on campus, Army ROTC and Air Force ROTC.[[52]](#footnote-52) No major changes happened until the 1955-1956 school year when the curriculum for military training changed. Previously, instruction in Army ROTC had been infantry branch training, but in 1955, changed to a more general military science curriculum. “This program is designed to produce junior officers of the Army of the United States who are capable of serving in any one of a number of branches. The first two years of the GMS program comprise the basic course, upon successful completion of which students may apply for the advanced course.”[[53]](#footnote-53) Advanced courses required a recommendation by the professor of military science, successful completion of both a mental and physical exam, and approval from the President of the University. Other than coursework at the university, cadets were also required to take a six-week summer camp that was meant to be their first real experience with Army life, “…working in the field and applying the knowledge gained at the University.”[[54]](#footnote-54) After completing all of the classes, a cadet would commission as a 2LT in the Army Reserve, unless they were an outstanding student, at which point, one could apply for a commission in the Regular Army.[[55]](#footnote-55)

During this time, Army ROTC was organized into four companies, an honor guard, and a drum and bugle corps, all of which were led by student officers. Under the new curriculum, cadets could choose to serve in the branches of Infantry, Artillery, Armor, Engineer Corps, Signal Corps, Quartermaster Corps, Ordnance Corps, Transportation Corps, Chemical Corps, Military Police Corps, Adjunct General Corps, and Medical Service Corps.[[56]](#footnote-56) By the mid-1960s, more changes were being made to the curriculum and the organization of ROTC. The four previous companies had been organized into a Cadet Brigade and an Advanced Company. The Cadet Brigade was comprised of MS I [freshman], II [sophomore], and IV [senior] cadets in two battalions of two companies each. The Brigade also include the Drum and Bugle Corps. The Advanced Company, whose point was to prepare cadets for the advanced summer camp, included all MS III [junior] cadets and those MS IV cadets who had not yet attended the advanced summer camp.[[57]](#footnote-57)

One controversy that surrounded the military training programs at the university for many years was the issues of military training being mandatory of all male students. Before 1965, two years of military tactics was required for a male to graduate. Many say that this requirement can be blamed upon the Morrill Act of 1862, but one argument explains why this was not the case.

This position of the University authorities is fallacious. It is hereby submitted that the University as a whole is not a Land Grant institution within the meaning of the Act of Congress of July 2, 1862, by which Act alone Military tactics is required to be taught. It is further submitted that any Act of the State Legislature abolishing Military tactics outside of the Agricultural College will not in any manner affect, prejudice, or diminish the revenues derived by the State of Wyoming from the Federal Government…The great error of the Board of Trustees and the Faculty of the University lies in confounding, into one whole, the various and separate colleges and departments. The mere fact that all the colleges and departments of the University at present, are situated on one contiguous tract of land seems to be an insuperable obstacle to the power of the University authorities to distinguish between them. As a result all male students between the ages of 14 and 30 years are required to take two years of Military tactics as a prerequisite to graduation from any college or department.[[58]](#footnote-58)

While this may not be the best argument for the reasons why military training is mandatory, but in 1965, the Board of Trustees approved the change to make military training an elective for students. This elective program, the Basic Course Program, saw decreased enrollment in the first year, but the second year saw renewed interest.[[59]](#footnote-59)

After the decision to make ROTC an elective for students, more changes and traditions sprung up from the program. In honor of the rivalry between Colorado State and UW, the Bronze Boot competition started in 1968. CPT Dan Romero of UW and MAJ Vic Fernadez of CSU took one of CPT Romero’s combat boots from Vietnam and had it bronzed to be a traveling trophy between the two schools. It was to be presented at every “Border Wars” game. The early 1970s brought the introduction of female cadets into ROTC. Previously, women had drilled with the male cadets and participated in their version of the cadet corps, the “Corpettes”, but they had never actually been allowed in the true military training programs. “The first female cadet was Theresa Gehle, a freshman music major from Cheyenne in 1973…In 1976-77 the Unit had its first female Battalion Commander.”[[60]](#footnote-60) Other women participated in ROTC after 1973, even those from other schools, such as Cheyenne Community College. These women were often as diverse as the male cadets in ways such as areas of study and the variety of places the cadets were from.[[61]](#footnote-61)

While this is far from the entire history of military training at the University of Wyoming, many of the major highlights have been included. From the early days of the university and the cadet corps, to ROTC, SATC, World War I, ASTP, and World War II, the military training programs on campus saw many different curriculums, leaders, and requirements. Traditions that were implemented in the early years of the program still stand today and the ROTC unit, the Cowboy Battalion, has lived to see the hundredth anniversary this year. The earliest days saw small numbers and no equipment, but students that were willing to drill and eventually serve in the Spanish American War. Since that war during the early days of the university, students, faculty, staff, and alumni of UW have served in both of the world wars as well as the wars following. The United States as a whole has a long history involving the military and this is reflected in the history of military training at UW.

**Bibliography**

**Primary Sources**

Beverly C. Daly papers. #400073. American Heritage Center, University of Wyoming.

The Beverly C. Daly papers contain correspondence, manuscripts, photographs, and other printed material dealing with Daly’s time as a professor of military science and the Dean of Men at the university. Daly was the commander of the cadet corps and ROTC from 1911 until his retirement from the Department of Military Science in 1932. Daly’s papers are very helpful in explaining the early history of the Department of Military Science as there is very little information about that time and he was a witness to a great deal of the history.

University of Wyoming Department of Military Science records. #543001. American Heritage Center, University of Wyoming.

The Department of Military Science records include pamphlets, schedules, bulletins, and other printed material and records that detail the history of the department from its creation in 1891 to roughly the end of World War II. Much of the information contained in the collection is about the military training programs on campus during World War II. This collection provided a great deal of information about war-era workings of the university.

University of Wyoming President’s Office records. #510000. American Heritage Center, University of Wyoming.

The President’s Office is an extremely large collection containing information about the university as a whole but I focused mainly on the files that dealt with Army ROTC. These files contained inspection reports, manuals, bulletins, and other printed material that was collected by the President on ROTC. These printed materials included a wide wealth of information on not only the history of the ROTC unit on campus, but also many of the other training programs that occurred.

University of Wyoming War Activities Council records. #300002. American Heritage Center, University of Wyoming.

The War Activites Council records contain pamphlets, correspondence, and other records involving the war-time university. Focusing mostly on World War II, this collection contains documents that detail the number of those involved with the university who had served during World War II as well as a pamphlet that details university life during the war. This collection was very helpful in understanding how the war and the military training programs affected the university.

**Secondary Sources**

Bender, Jeremy. “Ranked: The World’s 20 Strongest Militaries.” *Business Insider*. October 3, 2015. Accessed April 7, 2016. <http://www.businessinsider.com/these-are-the-worlds-20-strongest-militaries-ranked-2015-9>.

This website was only used during the introduction paragraph, yet I wanted some real world statistics to tie together the idea of the U.S. tradition of military history and the tradition of military history at UW.

Committee on the Future of the Colleges of Agriculture in the Land Grant System, National Research Council. *Colleges of Agriculture at the Land Grant Universities: A Profile*. Washington, D.C.: National Academy Press, 1995.

This book helped to provide me with more information on the Morrill Act of 1862 and the different things that the Act required of universities. This book allowed for the exact wording of the act so that I could then explain how the act itself did not require military training, but the university did. This book was necessary to set up the earliest part of my paper.

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3. National Research Council, 7. [↑](#footnote-ref-3)
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20. Manuscript, folder 21, box 3, Daly papers. [↑](#footnote-ref-20)
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22. Manuscript, folder 21, box 3, Daly papers. [↑](#footnote-ref-22)
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44. Pamphlet, “The University of Wyoming: A Land-Grant College in War,” 1939-1946, folder 10, box 27, #300002, University of Wyoming War Activities Council records, American Heritage Center, University of Wyoming, Laramie, hereafter cited as War Activities Council records. [↑](#footnote-ref-44)
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57. Report, “Annual Formal Inspection of Detachment 18, University of Wyoming, U.S. Army ROTC Instructor Group,” 1965-1966, folder 4, box 308, President’s Office records. [↑](#footnote-ref-57)
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